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ABSTRACT

A four-part study conducted during 1987-88 examined transfer among public institutions of higher education in North Dakota to assess the impact of the transfer process on college students. Focus was on the process of transferring credits from one public North Dakota campus to another and also on the opinions of the transfer students. The four parts consist of an investigation of the transcripts of transfer students, a postcard survey of transfer students, a phone interview of dissatisfied transfer students, and an interview of academic advisors of transfer students at the University of North Dakota, North Dakota State University, and Minot State University. Statistics show 77% of all students received credit for all courses taken at the previous campus, and 97% of all credits transferred between North Dakota public institutions of higher education were accepted. Also, 85% of new transfer students were satisfied with the transfer experience. Dissatisfied students were less likely to have planned ahead for transfer than satisfied ones. The primary reasons for dissatisfaction included changing academic calendars and specific courses not transferring to the new institution. The most common complaint heard by faculty advisors was the unavailability of classes when transfer students registered. Among the findings are the following: the semester/quarter situation creates some problems; the transfer process is as much a problem as the potential loss of credits; earlier registration for transfer students would help; and extra academic advising would help returning students. Two appendices provide tables showing a transcript analysis in detail and dissatisfied student telephone survey responses. (SM)

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A STUDY OF TRANSFER STUDENTS AT PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN NORTH DAKOTA

STATE BOARD OF HIGHER EDUCATION

AND

BUREAU OF EDUCATIONAL SERVICES & APPLIED RESEARCH
UNIVERSITY OF NORTH DAKOTA

JUNE 1988

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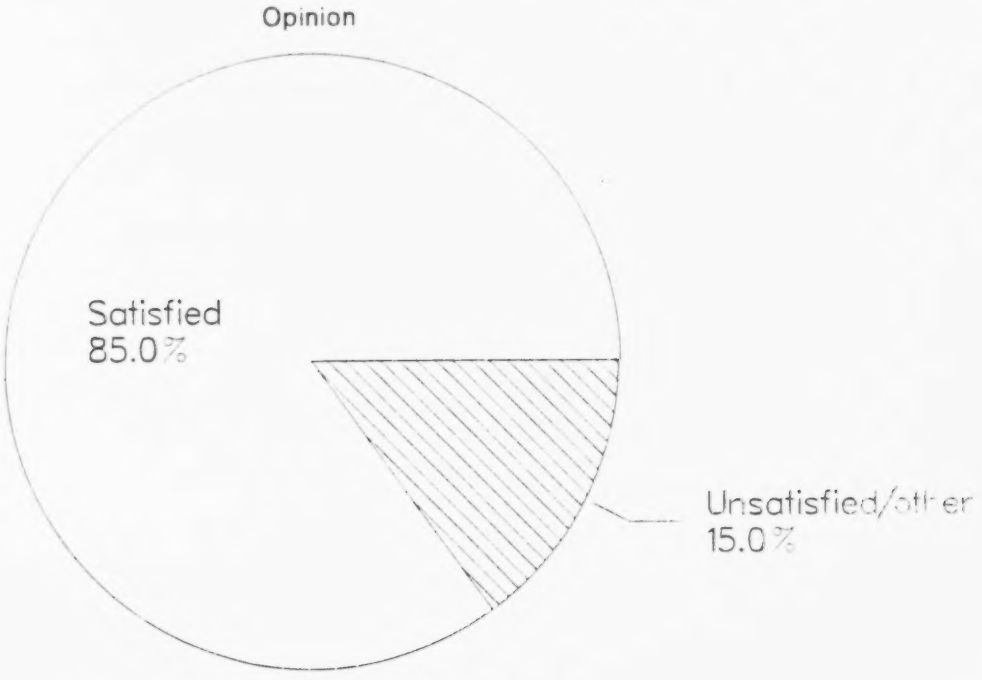
HE 022 144

Students Receiving All of Their Transfer Credits

Students Satisfied with their Transfer Experience



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EXECUTIVE SUMMARY

During 1987-88, a four-part study of transfer among public institutions of higher education in North Dakota examined transcripts, surveyed all transfer students, interviewed dissatisfied transfer students, and interviewed faculty advisors of transfer students. Only students who previously earned credits at other Board campuses were included in the study.

Analysis of Transcripts

--Ninety-seven percent of all credits transferred between North Dakota public institutions of higher education.

--Seventy-seven percent of all students received credit for every course they took at their previous campus.

--Only half of new transfer students transferred immediately from another Board institution without stopping-out or attending another non-Board institution.

Survey of All New Transfer Students

--Forty-three percent responded to a brief survey.

--Eighty-five percent were satisfied with their transfer experience.

--Only 5% of the respondents were dissatisfied due to not receiving all prior credits and not understanding why they did not.

--Comparing those not receiving 100% of their prior credits when they transferred with those who did, the former group were more likely to have problems due to low grades in their prior classes and to change majors.

--Dissatisfied students were less likely to have planned ahead for transfer than satisfied students.

Interviews with Dissatisfied Students

The primary reasons for dissatisfaction among 41 students responding to a telephone interview were:

--the long time it took to process their transfer credits at the institution to which they transferred,

--changing academic calendars,

--specific courses not transferring to the new institution,

--sixty-eight percent of the 41 dissatisfied students transferred from a two-year institution to a four-year institution.

Interviews with Faculty Advisors

--The most common complaint heard by faculty advisors was the unavailability of classes when transfer students registered. They suggested early registration would ease this problem.

--Faculty who advise transfer students made several suggestions to improve the process, primarily changes that each institution can make on its own.

Conclusions

The report concludes that major changes are not needed since relatively few students were dissatisfied. However, to reduce the proportion still further, institutions might do well to consider establishing common academic calendars, improving the processes of transfer documentation and faculty advising, and enabling transfer students to register early.

INTRODUCTION

This study was a cooperative project of the Board of Higher Education and the Bureau of Educational Services and Applied Research at the University of North Dakota. Its purpose was to assess the impact of the transfer process on college students in North Dakota. The study focused on:

1) the process of transferring credits from one public North Dakota campus to another;

2) the opinions of students who had transferred from one public North Dakota campus to another.

The study consisted of four parts:

1) an investigation of the transcripts of transfer students,

2) a postcard survey of transfer students,

3) a telephone interview of dissatisfied transfer students, and

4) an interview of academic advisors of transfer students at the University of North Dakota, North Dakota State University, and Minot State University.

The data for this study emanated from a number of sources. The academic transcripts of transfer students were inspected to provide background data on their migratory patterns and the actual number of credits they brought with them. All transfer students (1530) were asked to respond to a postcard survey. This survey was used to gauge student perceptions of the transfer process. Telephone interviews of the dissatisfied students who had provided the researchers with their telephone numbers were conducted to identify the problems that they had had with the transfer process. Academic advisors from the departments to which most students transfer at each of the three major receiving institutions (UND, NDSU, and Minot) were interviewed to identify some of the problems in the transfer process from their perspective.

RESULTS OF TRANSCRIPT ANALYSIS

The transcript analysis provides necessary background data on the migratory paths of transfer students and the actual number of credits they brought with them. In the past, only educated guesses could be made on most of these statistics. The procedure for this analysis was:

1) Identify students who transferred from one public campus to another between the 1987 Spring and Fall terms. Those students are labeled "immediate" transfers.

2) Compare the transfer credits granted by the receiving campus to the those earned at the sending campus.

The academic record of each immediate transfer student was obtained from the campus he or she attended in the Spring of 1987. The transcript analysis was performed only on those transferring during 1987 because: 1) the plurality of transfer students are in this category, 2) using older transcripts could add problems due to the age of the credits, and 3) obtaining the transcripts from many different years would have been difficult or impossible.

State Board of Higher Education policy states that transfer courses are to be "accepted at full value for admission to colleges and universities" as long as the transfer work is comparable to that of the receiving institution. Therefore, uncredited courses should fall into one of two categories: 1) the course was not comparable to any courses at the receiving institution (for example, junior and senior level courses would not necessarily transfer to a two-year institution), or 2) the student's grade in that course did not meet minimum institutional requirements. The transcript analysis examined the transfer of gross credits without judging comparability or adequacy of grades.

Of the 1530 students identified as new transfers in the Fall of 1987, nearly half (756) were classified as immediate. The remaining students, classified as "interrupted" transfers, either "stopped-out" of school or attended a non-Board institution between stays at Board campuses. These students probably receive the bulk of their counseling from the receiving campuses.

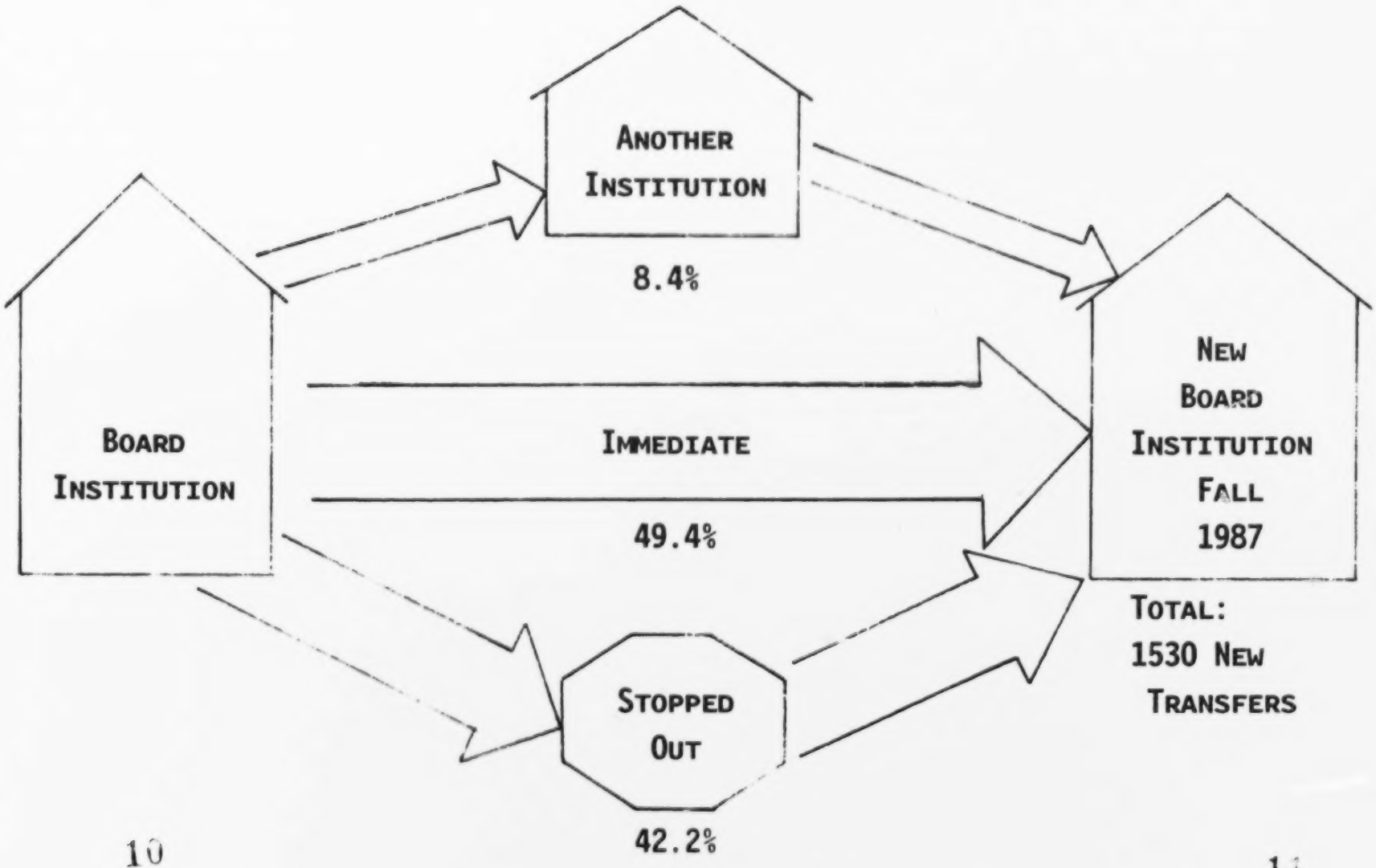
Interrupted students were attracted primarily to the two-year campuses. Only 30 percent of transfers to two-year campuses were immediate. The majority of transferees to the four-year campuses were immediate.

Computerized transcripts were available for 660 of the immediate transfers. Ninety-seven percent of all credits earned in the state were accepted at the students' new campuses. More than three-quarters (77%) of all students received credit for every course they took at their previous campus.

About one-half of all immediate transfers left a two-year campus to attend a four-year campus. Almost one-half of all immediate transfers changed academic calendars.

Appendix A contains detailed results of the transcript analysis.

Paths Taken By New Transfer Students
Fall 1987



RESULTS OF POSTCARD SURVEY

A letter requesting participation in the study was sent with a postcard survey to students identified as new transfers for the Fall 1987 term. The survey assessed three areas: whether students were satisfied with the transfer process, what happened in their transfer of credits, and what were some of the circumstances surrounding their transfer. Of the 1530 transfer students, 51 had incomplete addresses and 36 were returned as not deliverable as addressed. In all, 620 of 1443 surveys (43%) were returned. The results of the postcard survey are presented in the following four tables.

Table 1 presents the students' overall perception of the transfer experience. Eighty-five percent (530) of the respondents were satisfied with the process, whereas twelve percent (72) were dissatisfied. Two percent were ambivalent or not sure, and one percent did not respond to this question.

TABLE 1: Overall Perception of the Transfer Experience (N=620).

	Percentage	Number
Satisfied	85%	530
Dissatisfied	12%	72
Ambivalent	2%	12
No Response/Inapplicable	1%	6
Total	100%	620

Table 2 presents the results of the transfer of credits reported by satisfied and dissatisfied respondents. Of the satisfied respondents, 62 percent indicated that "I received credit for all courses I passed at my former institution;" 32 percent indicated that "I did not receive 100% of my prior credits, but I understand and accept the reasons for any loss;" and 6 percent indicated that "I did not receive 100% of my prior credits, and I do not understand or accept the reasons for any loss of credits." Of the dissatisfied respondents, 37 percent indicated that "I received credit for all courses I passed at my former institution;" 22 percent indicated that "I did not receive 100% of my prior credits, but I understand and accept the reasons for any loss;" and 41 percent indicated that "I did not receive 100% of my prior credits, and I do not understand or accept the reasons for any loss of credits."

TABLE 2: Transfer of Credits Reported by Satisfied and Dissatisfied Respondents

	Satisfied Respondents (N = 526)		Dissatisfied Respondents (N = 70)	
I received credit for all I passed at my former institution.	62%	(327)	37%	(26)
I did not receive 100% of my prior credits, but I understand and accept the reasons for any loss.	32%	(167)	22%	(15)
I did not receive 100% of my prior credits, and I do not understand or accept the reasons for any loss of credits.	6%	(32)	41%	(29)

Table 3 presents the results of the situational variables in the transfer process reported by satisfied and dissatisfied respondents. The percentages are quite similar in both groups, although in terms of overall frequency there were fewer dissatisfied respondents than satisfied respondents.

TABLE 3: Situational Variables in the Transfer Process by Satisfied and Dissatisfied Respondents

	Satisfied Respondents (N = 530)		Dissatisfied Respondents (N = 72)	
When I transferred, I changed from quarters to semesters or semesters to quarters.	54%	(285)	53%	(38)
When I transferred, low grades on past courses were a problem for me.	6%	(33)	10%	(7)
When I transferred, I had been planning to do this for some time.	46%	(243)	36%	(26)
When I transferred, I changed my intended major.	36%	(191)	33%	(23)

Table 4 presents the data in a different configuration: the respondents who had all their credits transferred are compared with the respondents who did not have all their credits transferred. Although the numbers are small, more of the respondents who had problems with transferring of credits had low grades (10% compared to 5%) and changed their intended major (40% compared to 31%).

TABLE 4: Situational Variables in the Transfer Process by Respondents Who Had All Credits Transferred and Those Who Did Not Have All Credits Transferred

	All Credits Transferred (N = 364)		Some Credits Not Transferred (N = 255)	
When I transferred, I changed from quarters to semesters or semesters to quarters.	53%	192	55%	140
When I transferred, low grades on past courses were a problem for me.	5%	17	10%	25
When I transferred, I had been planning to do this for some time.	45%	165	43%	109
When I transferred, I changed my intended major.	31%	113	40%	102

INTERVIEW RESPONSES OF THE DISSATISFIED STUDENTS

Of the 72 students who were dissatisfied with the transfer process, 46 voluntarily included their telephone numbers for further contact to clarify their reasons for dissatisfaction. Five students were unavailable after six calls. Forty-one respondents were reached by phone and were asked to explain their reasons for dissatisfaction with the transfer process. Twenty-eight of the 41 telephone calls (68%) of dissatisfied students involved students transferring from a two year institution to a four year institution. Their reasons for dissatisfaction are summarized below with the frequency of response in parentheses:

1. Length of time to get transfer processed (11)

2. Loss of credits in transferring from a quarter system to a semester system or semester to quarter system (11)

3. Some credits did not transfer (7)
   Computer classes (NDSCS) did not transfer (1)
   Organic Chemistry (NDSU-B) did not transfer (1)
   Microbiology (BSC) did not transfer (1)
   Going from 4-Year to Jr. College lost most credits (1)
   Nursing courses (NDSCS) did not transfer (1)
   Typing class (BSC) did not transfer (1)
   Some business major (NDSCS) courses did not transfer to education major (1)

4. Had to repeat courses already taken or take additional classes (6)

5. Not being able to pre-register (3)

6. Classes omitted from transcript even though she had her degree (2)

7. Poor advising -- college transferred to did not explain what class counted for what requirement (2)

8. GPA did not transfer (1)

Most of the problems for these 41 students (about 25% each) concerned time involved in the process of transfer and the number of credits actually transferred. One of the major problems dealt with the length of time that the transfer process took. Some students indicated that they had waited as long as three months before they found out what transferred or that their transfer was complete.

Another problem identified by the dissatisfied students was transferring from an institution on a quarter system to one on a semester system. Of those students who changed system, most (12 of 22, 55%) felt that institutions in the state should be placed on the same system.

Another major problem dealt with the number of credits that transferred or did not transfer to their programs of study at the institution to which they transferred. Even some basic courses were not accepted by some institutions. For instance, some found it peculiar that some courses/credits from UND-Lake Region and UND-Williston were not accepted at UND-Grand Forks, and some courses/credits from NDSU-Bottineau were not accepted at NDSU. These students felt that they should have been better advised as to what would be accepted so that they would not have had to repeat courses when they transferred.

In one case, only four out of 96 credits transferred (from Bismarck State College to NDSU), and the student has had to retake many classes. This case seemed so atypical that the Board office examined it further. While at BSC, this student took courses only in the Electronics Technology department. At NDSU, the student wishes to pursue a degree in Engineering and Architecture. All of the courses did, in fact, transfer, but very few fit into the well-defined engineering curriculum at NDSU. If the student had taken BSC's pre-engineering curriculum instead of Electronics Technology, this problem would not have occurred.

A list of the institutions along with the reason(s) for the transfer problems is provided in Appendix B. Of the 41 students interviewed, seven had problems involving institutions other than those under Board control. Although this study was limited to those students transferring between Board institutions, it did not exclude those who also earned credits at non-Board institutions.

As possible solutions to their transfer problems, students recommended a better communication system among colleges and universities in the state. Also, they stated that students at two-year institutions should be better advised as to what courses would be accepted at four-year institutions so that they do not have to repeat courses.

INTERVIEW OF ACADEMIC ADVISORS

Another phase of this study involved interviewing advisors of transfer students at UND, NDSU, and Minot State University. Each institutional registrar recommended academic advisors in the program areas that had the most transfer students at their institution. Twenty academic advisors were interviewed concerning their perceptions of the transfer process.

Advisors indicated that the most common complaint that they had had from students was that by the time transfer students registered, many of the classes that they needed or wanted were full. Almost all departments found this to be a problem due to the late registration of transfer students and the limited staff available for advising. Less often advisors said that they had complaints about courses not transferring, although when a student submitted all the required information on time, this was not usually a problem.

UND advisors spoke the most positively about the transfer process itself, indicating that it was as simple as it could be and that departments "bent over backwards" to help students. Early registration for transfer students had made a major improvement in the transfer process at UND. NDSU and Minot State University have not implemented a pre-registration for Fall students and find that they must spend a good deal of time with transfer students individually.

Suggestions from these advisors for improving the process included:

1) a consistent set of expectations, standards, and course content among institutions would alleviate the confusion about what courses transfer and what are equivalent course offerings;

2) earlier registration for transfer students and orientation to the new campus and departments would help transfer students;

3) better advising and having advisors available to inform students about costs, expectations, and transfers would remove many problems; and

4) students should be notified that classes are full before they get to the new institution or more courses should be available.

A common concern among the advisors at all three institutions was that many of the two-year colleges did not adequately prepare students for programs at the four-year institutions. Although these students may have received good grades at the two year colleges, advisors often scrutinized those students' records more closely than those of students coming from a four-year program.

RECOMMENDATIONS

It appears from these data that the problems in transferring credits from institution to institution are minimal. Only 29 out of the 620 respondents in this study (5%) indicated dissatisfaction with the process because of the loss of credits from one institution to the next. Major changes would not seem necessary based solely on the perceived problems of transfer students.

However, it would seem appropriate to address some of the following issues:

1) the semester/quarter situation creates some problems;

2) the transfer process itself is just as much a problem as the potential loss of credits;

3) earlier registration for transfer students, once they have been admitted, would help;

4) extra academic advising would help returning students who "stopped-out" or attended non-Board institutions.

APPENDIX A

Transcript Analysis In Detail

APPENDIX A

Table A1
New Student Transfers Between Board Campuses
Fall 1987

Students new to a campus in the Fall of 1987 who attended another Board campus at some time in the past are included in this table. There are 1530 of these students, which is more than 5 percent of the Fall 1987 undergraduate headcount enrollment.

If the student attended more than one campus, the most recent campus is used in the table. The percentages indicate the proportion of students transferring from the campus in that row to the campus in each column.

Among the two-year campuses, the data indicates the strong ties between the branches and their main campuses. Each of the branches sends a major proportion of its transfers to the main campus. Bismarck State College and the North Dakota State College of Science send students to both of the research universities as their main transfer points.

Among the regional universities, 50-70 percent of the students go on to either North Dakota State University or the University of North Dakota. Similarly, students leaving NDSU or UND tend to leave one to attend the other.

Table A1
New Student Transfers Between Board Campuses
Fall 1987

TO

FROM		BSC	DSU	MaSU	MiSU	NDSCS	NDSU	NDSU-B	UND	UND-LR	UND-W	VCSU	TOTAL
BSC	N	X	12	0	17	19	85	0	103	4	1	3	244
	%		4.9	0	7.0	7.8	34.8	0	42.2	1.6	0.4	1.2	
DSU	N	12	X	1	3	11	35	0	41	0	5	0	108
	%	11.1		0.9	2.8	10.2	32.4	0	38.0	0	4.6	0	
MaSU	N	4	1	X	1	0	11	2	22	1	0	4	46
	%	8.7	2.2		2.2	0	23.9	4.3	47.8	2.2	0	8.7	
MiSU	N	20	3	3	X	12	36	2	62	16	10	2	166
	%	12.0	1.8	1.8		7.2	21.7	1.2	37.3	9.6	6.0	1.2	
NDSCS	N	32	9	9	12	X	74	0	44	4	12	16	212
	%	15.1	4.2	4.2	5.7		34.9	0	20.8	1.9	5.7	7.6	
NDSU	N	29	9	15	20	25	X	11	95	8	1	14	227
	%	12.8	4.0	6.6	8.8	11.0		4.8	41.9	3.5	0.4	6.2	
NDSU-B	N	3	1	0	8	8	28	X	15	0	0	3	66
	%	4.5	1.5	0	12.1	12.1	42.4		22.7	0	0	4.5	
UND	N	28	11	10	23	29	67	1	X	23	9	9	210
	%	13.3	5.2	4.8	11.0	13.8	31.9	0.5		11.0	4.3	4.3	
UND-LR	N	2	1	15	4	7	7	1	44	X	1	6	88
	%	2.3	1.1	17.0	4.5	8.0	8.0	1.1	50.0		1.1	6.8	
UND-W	N	3	9	0	26	5	13	0	35	0	X	3	94
	%	3.2	9.6	0	27.7	5.3	13.8	0	37.2	0		3.2	
VCSU	N	8	1	8	2	8	22	0	15	5	0	X	69
	%	11.6	1.4	11.6	2.9	11.6	31.9	0	21.7	7.2	0		
Total	N	141	57	61	116	124	378	17	476	61	39	60	1,530

NOTE: This table includes students who immediately transferred as well as those that discontinued their education for a period of time. If the student attended more than one campus, the most recent campus is used.

Table A2
Immediate New Student Transfers Between Board Campuses
Spring to Fall 1987

An "immediate" new student transfer is one who attended another Board campus in the Spring of 1987. An "interrupted" new student transfer is one who either left education for a period of time or attended a non-Board institution between stays at Board institutions.

The 756 students in the immediate category constitute about half of the total number of intrasystem transfers identified in the previous chart. Most of the interrupted students "stopped-out" of school for awhile for any number of reasons. They may have experienced academic, personal, or financial problems. They may have completed their previous educational goals, but are returning to obtain new skills.

Those students who continue directly from one campus to another usually benefit from advising at both campuses. Students who "stop-out" may be in need of extra advising from the receiving campus to balance the lack of advising from the sending campus.

Over 60 percent of the new transfer students at Minot State University, North Dakota State University, and NDSU-Bottineau were immediate transfers. Less than 20 percent of Bismarck State College's new transfers went directly there. UND and NDSU receive almost two-thirds of the immediate transfers.

Because the interrupted students may have stayed out of school for many years or added credits from other institutions, the transcript analysis presented in the body of this report deals only with the immediate transfers.

Table A2
Immediate New Student Transfers Between Board Campuses
Spring to Fall 1987

FROM		TO BSC	DSU	MaSU	MiSU	NDSCS	NDSU	NDSU-B	UND	UND-LR	UND-W*	VCSU	TOTAL
BSC	N	x	4	0	12	6	54	0	63	1		1	141
	%		2.8	0	8.5	4.3	38.3	0	44.7	0.7		0.7	
DSU	N	4	x	1	2	5	28	0	16	0		0	56
	%	7.1		1.8	3.6	8.9	50.0	0	28.6	0		0	
MaSU	N	1	0	x	0	0	8	1	6	0		2	18
	%	5.6	0		0	0	44.4	5.6	33.3	0		11.1	
MiSU	N	6	1	2	x	8	24	2	31	5		1	80
	%	7.5	1.3	2.5		10.0	30.0	2.5	38.8	6.3		1.3	
NDSCS	N	3	5	3	6	x	42	0	13	0		9	81
	%	3.7	6.2	3.7	7.4		51.9	0	16.0	0		11.1	
NDSU	N	4	2	8	13	11	x	9	47	1		11	106
	%	3.8	1.9	7.5	12.3	10.4		8.5	44.3	0.9		10.4	
NDSU-B	N	1	1	0	5	3	25	x	11	0		3	49
	%	2.0	2.0	0	10.2	6.1	51.0		22.4	0		6.1	
UND	N	4	3	2	11	13	39	1	x	7		3	83
	%	4.8	3.6	2.4	13.2	15.7	47.0	1.2		8.4		3.6	
UND-LR	N	0	0	9	2	3	4	0	33	x		2	53
	%	0	0	17.0	3.8	5.7	7.5	0	62.3			3.8	
UND-W	N	0	6	0	18	1	9	0	27	0	x	3	64
	%	0	9.4	0	28.1	1.6	14.1	0	42.2	0		4.7	
VCSU	N	2	0	1	1	3	9	0	8	1		x	25
	%	8.0	0	4.0	4.0	12.0	36.0	0	32.0	4.0			
Total	N	25	22	26	70	53	242	13	255	15		35	756

*UND-Williston did not report transfer dates.

NOTE: This table includes students who immediately transferred between campuses in the year 1987 without discontinuing their education for a period of time.

Table A3
Academic Calendar Changes
Experienced by New Transfer Students
1987

Among all transfer students, about half experience a change in academic calendar along with their change in campus. The great number of students having to convert their credits and adapt to a new system could be a factor in student confusion during the transfer process.

Among immediate new transfer students, students on the quarter system tend to stay with that system a bit more frequently than semester students do. It is unclear whether this is due to the number of campuses using the quarter system or some other factor.

	All New		Immediate New	
	Students	Percent	Students	Percent
Quarter to Semester	488	31.9%	169	22.4%
Semester to Quarter	350	22.9%	193	25.5%
Quarter to Quarter	406	26.5%	246	32.5%
Semester to Semester	286	18.7%	148	19.6%
	1530		756	

*Dickinson State University was considered a quarter campus for outgoing students and a semester campus for incoming students.

Table A4
Type of Institution Changes Experienced by New Transfer Students 1987

Four-year campuses receive over 75 percent of all transfer students and over 85 percent of immediate transfers. There is only slight movement among the two-year campuses.

Almost half of the immediate transfers go from two-year to four-year campuses. Many of them are traditional students who have received their associate degree and will be pursuing a bachelor's degree.

Seventy-two percent of new transfer students at two-year campuses fell into the interrupted category, compared to only 43 percent of the students attending four-year campuses. The high rate of "stop-outs" at the two-year campuses indicates that they are attracting many students whose academic careers are not following the student's original plans.

	All New		Immediate New	
	Students	Percent	Students	Percent
2-year to 2-year	102	6.7%	18	2.4%
2-year to 4-year	602	39.3%	370	48.9%
4-year to 4-year	546	35.7%	280	37.0%
4-year to 2-year	280	18.3%	88	11.6%
	1530		756	

Table A5
Credit Transfer Statistics
By Receiving Campus
Spring to Fall 1987

Academic records were sought from both the old and new campuses of all immediate transfer students. Of the 756 students, 660 matched sets of records were available. The remainder could not be matched due to incorrect social security numbers, incomplete credit histories, or other technical or individual case problems.

For the 660 students in question, about 97 percent of all credits were accepted by their new campus. All credits transferred for just over 77 percent of the students, and more than 89 percent received more than 90 percent of their credits.

Board policy states that transfer courses are to be "accepted at full value for admission to colleges and universities" as long as the transfer work is comparable to that of the receiving institution. Courses not credited were not comparable or the student's grade in that course did not meet minimum institutional requirements.

This study compared gross credits earned at the sending campus to gross credits granted at the receiving campus. No attempt was made to determine the comparability of courses or the adequacy of student grades.

Nine of the campuses received transfer credits at well over the 90 percent level. Only UND-Lake Region and UND-Williston granted less than 90 percent. Both campuses attracted students who earned some credits in upper division classes that did not transfer. This fact, coupled with the small sample size, contributed to the lower percentages.

The four regional universities received credits at a high (98.8 percent) rate. Students heading to NDSU and UND received almost 97 percent of their credits.

Table A5
Credit Transfer Statistics
By Receiving Campus
Spring to Fall 1987

Receiving Campus	Transfer Students	Percent of Total Credits Transferred	Percent of Students Receiving Less than 100% of all Credits	Percent of Students Receiving Less than 90% of all Credits
Bismarck State College	7	99.3%	37.5%	0.0%
ND State College of Science	35	95.3%	28.6%	14.3%
NDSU-Bottineau	8	100.0%	0.0%	0.0%
UND-Lake Region	3	76.3%	100.0%	100.0%
UND-Williston	6	88.4%	100.0%	50.0%
TOTAL	59	94.9%	37.3%	20.3%
Dickinson State University	20	98.7%	10.0%	10.0%
Mayville State University	21	99.2%	19.0%	4.8%
Minot State University	75	99.7%	4.0%	2.7%
Valley City State University	31	96.5%	25.8%	9.7%
TOTAL	147	98.8%	10.9%	5.4%
North Dakota State University	230	97.1%	26.1%	10.4%
University of North Dakota	224	94.2%	22.8%	10.7%
TOTAL	454	96.9%	24.7%	10.6%
GRAND TOTAL	660	96.6%	22.7%	10.3%

NOTE: This table includes only students who attended one Board campus in the Spring of 1987 and transferred to another Board campus in the Fall of 1987.

Table A6
Credit Transfer Statistics
By Sending Campus
Spring to Fall 1987

This table depicts the same 660 students as in the previous table, but from the point of view of the campus that the student left. Credits transferred over the 95 percent rate at all but two of the campuses.

The North Dakota State College of Science experienced the lowest transfer of credit rate at 91.7 percent. This is undoubtedly due to the highly technical and specialized nature of the programs there. NDSCS probably has the highest proportion of undergraduate courses that are unique to that campus.

Students from the two-year campuses experienced the lowest overall percentage of credits transferred. However, two-year campuses had the greatest percentage of students receiving all of their credits. Therefore, even though fewer two-year credits transferred, a smaller number of students were affected.

Students from the regional colleges had 96.6 percent of their credits transfer. NDSU and UND students had 97.3 percent of their credits accepted at their new campus.

Table A6
Credit Transfer Statistics
By Sending Campus
Spring to Fall 1987

Sending Campus	Transfer Students	Percent of Total Credits Transferred	Percent of Students Receiving Less than 100% of all Credits	Percent of Students Receiving Less than 90% of all Credits
Bismarck State College	140	97.9%	10.9%	6.4%
ND State College of Science	76	91.7%	29.9%	14.3%
NDSU-Bottineau	46	99.3%	17.4%	2.2%
UND-Lake Region	45	95.0%	31.1%	11.1%
UND-Williston	63	99.2%	14.3%	1.6%
TOTAL	370	96.2%	19.7%	8.4%
Dickinson State University	54	98.0%	27.7%	14.8%
Mayville State University	17	96.4%	47.1%	17.6%
Minot State University	58	96.8%	24.1%	12.1%
Valley City State University	22	98.8%	26.1%	0.0%
TOTAL	151	97.2%	28.5%	11.9%
North Dakota State University	75	98.9%	14.7%	6.7%
University of North Dakota	64	95.1%	38.1%	22.2%
TOTAL	139	97.3%	24.5%	13.7%
GRAND TOTAL	660	96.6%	22.7%	10.3%

NOTE: This table includes only students who attended one Board campus in the Spring of 1987 and transferred to another Board campus in the Fall of 1987.

Table A7
Average Credits Per Transfer Student
By Receiving Campus

The average number of credits each new transfer student brings to a new campus is calculated by dividing the number of students into total credits transferred. Examining these averages provides some insight into the relative progress of the students attracted to each campus.

To make them comparable, the averages for campuses on the quarter calendar were multiplied by two-thirds. Thirty semester hours is roughly equivalent to one year's academic work.

The average transferee to NDSU-Bottineau, UND-Lake Region, and UND-Williston had yet to complete his or her freshman year. Those going to Bismarck State College and the North Dakota State College of Science were almost midway through their second year, on average.

There were wide variations in the type of students attracted to each of the four-year regional universities. Dickinson State University received students who had almost completed their second year of schooling. On the other hand, those attending Mayville State University had barely completed one year. Minot and Valley City State Universities attracted students who were about in the middle of their sophomore years.

NDSU and UND both received students who had more than a year and a half of school behind them. NDSU students tended to have a few more hours.

Receiving Campus	Credits	Students	Average	Average Semester Hours
Bismarck State College	277.13	7	39.6	39.6
ND State College of Science	1969.05	35	56.3	37.5
NDSU-Bottineau	200.00	8	25.0	16.7
UND-Lake Region	72.26	3	24.1	24.1
UND-Williston	141.00	6	23.5	23.5
Dickinson State University	1171.93	20	58.6	58.6
Mayville State University	1008.00	21	48.0	32.0
Minot State University	5615.00	75	74.9	49.9
Valley City State University	2141.00	31	69.1	46.1
North Dakota State University	18442.50	230	80.2	53.5
University of North Dakota	10442.90	224	46.6	46.6

Table A8
Average Credits Per Transfer Student
By Sending Campus

The average number of credits each new transfer student took from the previous campus is calculated by dividing the number of students into the total credits transferred from the previous campus. Examining these averages provides some insight into the relative progress of students leaving each campus.

To make them comparable, the averages for campuses on the quarter calendar were multiplied by two-thirds. Thirty semester hours is roughly equivalent to one year's academic work.

Students transferring from UND-Lake Region, on average, have completed a few credits past their freshman year. Transferees from the other two-year campuses tend to have almost two years work under their belts.

Students leaving regional universities and UND for other campuses take with them one to one-and-a-half years' worth of credits. NDSU students transfer with a little more than one year's work.

Sending Campus	Credits	Students	Average	Average Semester Hours
Bismarck State College	7096.00	140	50.7	50.7
ND State College of Science	6514.14	76	85.7	57.1
NDSU-Bottineau	3978.45	46	86.5	57.7
UND-Lake Region	1725.00	45	38.3	38.3
UND-Williston	3383.84	63	53.7	53.7
Dickinson State University	2661.74	54	49.3	32.9
Mayville State University	1163.70	17	68.4	45.6
Minot State University	3974.61	58	68.5	45.7
Valley City State University	1305.81	22	59.4	39.6
North Dakota State University	4121.26	75	55.0	36.6
University of North Dakota	2868.67	64	44.8	44.8

Table A9
Percentage of Spring Enrollment That Immediately Transferred Spring to Fall 1987

By examining the immediate transfer rates from state campuses, a sense of how students are using the campus can be obtained. A higher transfer rate indicates that students are fulfilling some basic requirements at that campus and then moving on. Lower rates indicate that students tend not to look elsewhere among the state-run campuses for higher education opportunities.

About 10 percent of the students attending NDSU-Bottineau, UND-Lake Region, and UND-Williston in the Spring of 1987 moved to another campus for the following Fall term. These numbers reflect the branch status of these campuses. The two unaffiliated two year campuses, Bismarck State College and the North Dakota State College of Science, had relatively fewer transfers.

Mayville, Minot, and Valley City State Universities experienced almost identical transfer rates of about 3 percent. Dickinson State University's transfer rate was slightly higher.

NDSU and UND's transfer rates were the lowest in the state. Only about one percent of their Spring enrollment left for other state campuses the following Fall.

	Headcount Enrollment Spring 87	Immediate Transfers	Percentage
Bismarck State College	2137	141	6.6%
ND State College of Science	2412	81	3.4%
NDSU-Bottineau	333	49	14.7%
UND-Lake Region	587	53	9.0%
UND-Williston	645	64	9.9%
Dickinson State University	1274	56	4.4%
Mayville State University	647	18	2.8%
Minot State University	2856	80	2.8%
Valley City State University	919	25	2.7%
North Dakota State University	8538	106	1.2%
University of North Dakota	10074	83	0.8%
TOTAL	30422	756	2.5%

OBSERVATIONS IN SUMMARY

--About one-half of new transfer students "stopped-out" of school for a period of time. These students probably receive advising only from the receiving campuses. Those campuses need to continue their efforts to assist new transfer students.

--More than two-thirds of new transfers to two-year campuses "stopped-out" of school for a period of time. The "academic plan" for these students has been disrupted for some reason.

--NDSU and UND receive the majority of transferees. Together they receive 56 percent of all new transfers and 65 percent of immediate transfers.

--About one-half of all transfers change academic calendar. This may lend confusion to the transfer process for some students.

--About one-half of all immediate transfers are leaving two-year campuses to attend four-year campuses.

--Almost 97 percent of all credits earned in the state were accepted at other state campuses.

--About three-quarters of all students received credit for every course they took at their previous campus.

--Transfer students arrive at two-year campuses with an average of one-half to a full year's worth of academic credit.

--Transfer students arrive at the universities with an average of one-and-a-half to two year's worth of academic credit.

--Transfer students leave two-year campuses with an average of almost two years of academic credit.

--Transfer students leave universities with an average of one to one-and-a-half years of academic credit.

--The branch campuses sent roughly ten percent of their Spring enrollment to other campuses the next Fall.

--About 3 to 5 percent of the Spring enrollment at regional universities immediately transferred to another state campus.

--Only about 1 percent of NDSU and UND's Spring enrollments became immediate transfers.

APPENDIX B

DISSATISFIED STUDENT TELEPHONE SURVEY RESPONSES

APPENDIX B

Institutional Transfer Information for the 41 Dissatisfied Transfer Students*

	Transfer From	Transfer To
Student #1.	Bismarck State	NDSU
Reason:	File was not processed through in time for fall registration, and he ended up taking duplicate classes.	
Student #19.	Bismarck State	NDSU
Reason:	Many credits that were on the semester system did not transfer.	
Student #20.	Bismarck State	NDSU
Reason:	Some credits that they said would transfer did not transfer (microbiology).	
Student #25.	Bismarck State	Dickinson State
Reason:	Took a long time to get transcript sent.	
Student #33.	Bismarck State	NDSU
Reason:	Only 4 of 96 credits transferred, and he has to repeat some of these classes.	
Student #35.	Bismarck State	UND
Reason:	Transcript class in typing did not transfer.	

*Some of the students are shown as transferring to or from non-Board institutions. In fact, they are double-transfers. After attending a non-Board institution, they also attended another Board institution.

	Transfer From	Transfer To
Student #2.	ND State College of Science	Minot State
Reason:	Quarter hours did not match up. A 4 hour class at Minot state was only a 3 hour class at ND State College of Science.	
Student #11.	ND State College of Science	NDSU
Reason:	NDSU didn't explain what classes counted for what requirement.	
Student #27.	ND State College of Science	UND
Reason:	Some basic courses such as English and Math did not transfer, and she had to take them over.	
Student #32.	ND State College of Science	UND
Reason:	LPN nursing credits as well as some of the basic courses (biology) did not transfer.	
Student #37.	ND State College of Science	Bismarck State
Reason:	The information on the transfer process conflicted between the two schools.	
Student #39.	ND State College of Science	Mayville State
Reason:	There was not enough information about grade requirements. Some credits from a business major would not transfer to an education major.	
Student #5.	NDSU-Bottineau	NDSU
Reason:	Credits didn't transfer (organic chemistry).	
Student #31.	NDSU-Bottineau	NDSU
Reason:	Half of the credits from Bottineau would not transfer into a bio-tech program at NDSU, but more credits would transfer into an agronomy program.	

	Transfer From	Transfer To
Student #14.	UND-Williston	Minot State

Reason: Because she was a transfer student, she was one of the last ones to register and couldn't get classes needed.

Student #28.	UND-Williston	UND

Reason: When she came for orientation, transfer students were treated like freshmen--like they had no idea of what college is like.

Student #29.	UND-Lake Region	UND

Reason: Could not pre-register.

Student #30.	UND-Lake Region	UND

Reason: Number of credits that did not transfer.

Student #38.	UND-Lake Region	NDSU

Reason: The process took three months, and he did not have any indication that the process was complete.

Student #36.	St. Josephs-Minot UND-Lake Region	Minot State

Reason: Credits did not transfer. Nursing curriculum needs to be standardized throughout the state from one college to the next.

Student #7.	Mayville State	UND

Reason: Loss of credits.

Student #6.	Dickinson State	UND

Reason: She had to make numerous phone calls and trips to Grand Forks to make sure she was registered. People were not very helpful in explaining what many of the forms were for.

	Transfer From	Transfer To
Student #22.	Valley City State	Bismarck State
Reason:	He requested that his transcript be sent from Valley City, but Bismarck never received it.	
Student #10.	Minot State	NDSU
Reason:	Somehow through orientation, he didn't get to pre-register and had a big run around.	
Student #26.	Minot State	UND-Williston
Reason:	Courses did not all transfer.	
Student #34.	Minot State	UND
Reason:	It took too long to get grades transferred, and UND lost the request slip for transfer.	
Student #41.	Minot State & Trinity School Nursing	UND
Reason:	Only received partial credit for some science classes. May have been due to transferring from a quarter system to a semester system.	
Student #3.	NDSU	UND
Reason:	Took so long. He had a hard time getting answers to questions.	
Student #9.	NDSU	ND State College of Science
Reason:	Loss of credits.	
Student #13.	NDSU	UND
Reason:	Only partial credits transferred because of transferring from a quarter system to a semester system.	

	Transfer From	Transfer To
Student #16.	NDSU & ND State College of Science	Valley City State
Reason:	Number of credits that did not transfer.	
Student #17.	NDSU	Valley City State
Reason:	She was dissatisfied with the quality of teachers and the processes that each require.	
Student #24.	NDSU	Bismarck State
Reason:	Request for transfer did not go through on time.	
Student #8.	UND	UND-Williston
Reason:	Classes were not listed on her transcript even though she had gotten her degree.	
Student #15.	University of Mary	NDSU
Reason:	She ended up taking an extra class because of transferring from a semester system to a quarter system. She had to take another English class because she only had 2 semesters and NDSU required 3 quarters of English.	
Student #21.	Concordia College Moorhead, MN	Mayville State
Reason:	She didn't receive any more credit for semester courses at Mayville which is on quarters.	
Student #23.	Moorhead State Moorhead, MN	Mayville State
Reason:	Common education courses did not transfer.	
Student #4.	Macon JC Macon, GA	NDSU
Reason:	Several courses at other universities had to be repeated. They were applied as electives but not to his course of study.	

	Transfer From	Transfer To
Student #12.	Hamline U. St. Paul, MN	UND
Reason:	Length of time to get grades transferred.	
Student #40.	Park College & CC of the Air Force	UND & Lake Region
Reason:	Problems with reciprocity. Not all credits were accepted and some classes had to be taken over.	
Student #18.	NDSU	Northland CC Thief River Falls, MN
Reason:	Northland was not clear on what would transfer, and she ended going to an extra year and a half of part time schooling.	

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